

THE CAPACITY OF ENGLISH SUBJECT TEACHERS' WORKING GROUP (MGMP) IN SUPPORTING TEACHER PROFESSIONAL DEVELOPMENT (A Case Study of English MGMP of Senior High Schools in Kota Pontianak)

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Abstrak

Studi kasus ini bertujuan untuk mendeskripsikan a) struktur organisasi Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris SMA, dan b) bagaimana MGMP Bahasa Inggris SMA memanfaatkan kapasitas dan fungsinya dalam meningkatkan pengembangan profesi guru bagi para anggotanya. Penelitian ini melibatkan enam guru sebagai sampel yang dipilih secara acak dan menggunakan teknik interviu dan dokumentasi dalam pengumpulan data. Simpulan yang didapatkan dari penelitian ini adalah bahwa secara umum responden menyatakan kemanfaatan forum MGMP untuk kegiatan belajar-mengajar di kelas. Pada sisi lain, penelitian ini juga menghasilkan simpulan bahwa kapasitas dan fungsi MGMP belum dimanfaatkan secara maksimal untuk meningkatkan pengembangan profesi guru akibat belum terkelola dengan baik dalam hal kepengurusan dan keanggotaan, jadwal kegiatan, dan cakupan program, serta akibat belum memadainya dukungan dari instansi pendidikan dalam hal pemantauan terhadap kegiatan dan pengelolaan MGMP.

Kata Kunci: Pengembangan Profesi Guru, Kompetensi Guru, Musyawarah Guru Mata Pelajaran (MGMP), Kapasitas MGMP

Abstract

This case study was designed to describe a) the organization structure of English Subject Teachers' Working Group (MGMP) of senior high schools; and b) how English MGMP of senior high schools utilized its capacity and functions in promoting teacher professional development (TPD) of the members. The study involved six teachers selected randomly as participants from the accessible schools. Interviews and documentation were employed to collect the data. In one side the findings summarize that in general all the respondents asserted the benefits of MGMP forums for classroom practices. In the other side, nevertheless, the findings conversely conclude that MGMP capacity and functions were not optimally made use for promoting TPD as a result of being unwell managed in terms of personnel, program schedules, and program coverage and of being insufficiently supported by local authority of education in terms of regular mentoring towards MGMP activities and management.

Key words: Teacher Professional Development, Teacher Competence, Subject Teachers' Working Group (MGMP), MGMP Capacity

INTRODUCTION

Three factors underpin the merits of teacher professional development (TPD). Teachers with high commitment to promote their professionalism are required due to, *first*, their position with regular involvement in and great responsibilities for improving students' learning (Leithwood, 2006: 5), for influencing their learning quality (Timperley, Wilson, Barrar, and Fung, 2007: ii, and Villegas-Reimers, 2003: 7), as a result of their quality of teaching (Leu, 2004: 1); *second*, the demands for quality and equality of education which call for global commitment, such as, on Convention on the Rights of the Child (Bruns, Mingat, and Rokotomalala, 2003: 26), and Education for All (Unesco & Unicef: 2012: vi). In Indonesian context, the commitment as such is manifested in *Wajib Belajar 9 Tahun* (9-Year Compulsary Education) movement.; and, *third*, the rapid change in educational fields in which their professional work addresses not only to cover teaching and learning scope but also to equip students with attitudes and skills for their future life (Europe Union, 2010: 12).

Definitions of TPD

Definitions of TPD from many literatures fall into three deferent spatial coverages: a) within school setting, b) within-and-outside school setting, and c) preservice education and within-and-outside school setting. The first is represented by Glatthorn (1995, in Villegas-Reimers (2003: 11) who defines TPD as the professional growth as a result of gaining increased experience and examining his or her teaching systematically; the second by OECD (2009: 49) describing TPD as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher; and the third by European Comission (2010: 19) viewing TPD as the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training, and continuous professional development (CPD) within school settings.

Activities in CPD programs in the light of *Jabatan Fungsional Guru dan Angka Kreditnya* are composed of three categories: self-development, scientific publication, and innovative work. Self-development itself takes form of functional training and education and teacher collective activities (TCA) (Menneg PAN dan

RB, 2009). TCAs to most extent are similar activities to those of MGMP development programs.

Teaching as Profession

The concepts of teaching as profession come up as subsequent impact of teacher significant roles as subject and object of change in educational reforms in which discourses of TPD prompt globally (Villegas-Reimers, 2003: 7). Teaching as profession in Indonesia is formally recognized with the issuing of the Education Law which declares that educators are professionals in charge of planning and implementing the learning process and assessing learning outcomes (UURI, 2003). As professionals, teachers should meet certain requirements covering minimal academic qualification, teacher competence, and teaching certificates (UURI, 2005: 6). In return, they get rewards: salary, professional and functional allowances (UURI, 2005: 9 and PPRI, 2008: 16, 19) and legal protection in carrying their professional job (UURI, 2005: 6) including the protection of law, profession, job safety, and security assurance (PPRI, 2008: 28).

To remain and promote their professionalism, teachers are obliged to enhance continuous PD (UURI, 2005: 20) facilitated with the Education Law, the Law of Teachers and Lecturers (UURI, 2005) and Government Regulation on National Education Standards (PPRI, 2005). For instance, Government's program to upgrade their academic qualification and to obtain teaching certificate for in-service teachers (PPRI, 2008: 15) is expected to increase teachers' pedagogical, professional, social, and personal competence (Mendikbud, 2012a: 3-4).

Teacher Competence as Subject of TPD Programs

Since teacher competence (TC) is an embedded requirement for those to be teachers, it becomes a prominent subject in TPD. TC is described by Ministry of Education as a set of knowledge, skills, and attitudes which must be owned and reflected and actualized by teachers in their professional work (PPRI, 2008: 5). TC comprises four standardized aspects: pedagogical, professional, personal, and social competence (PPRI, 2008: 9, and Mendikbud, 2012a: 2). Besides, teachers' minimal academic qualifications and teaching certificates also attain similar concerns for TPD (UURI, 2005: 7). Interestingly, continuous professional development (CPD) alone is an integral part of teacher qualification.

Professional English teachers can accordingly be described as ones with suitable academic qualifications, four competence of teachers, teaching certificates, and spirits of CPD.

English Teacher Working Group

On account of the facts, teachers' working groups (TWGs) are suitable places for keeping and improving their professionalism and for enhancing their PD on the regular basis. TWGs are used by some countries as means of professional support for teachers (Leu, 2004: 3) and bring teachers together to address their work problems (Villegas-Reimer, 2003: 80). TWG is also seen as a form of collaborative learning community to energize teachers to commit to PD (Lassonde & Israel, 2010: 30). *Musyawarah Guru Mata Pelajaran* (MGMP), Indonesian model of TWG, is a perfect place for them to implement their PD through various professional activities facilitated by Government.

With MGMPs essential for TPD, many efforts have been made to signify MGMP management quality (Depdiknas, 2009: 2), inclusively through revitalization by making it accountably standardized (Depdiknas, 2008: 8-10). This policy not only acknowledges the high essence of MGMPs, but also aimed to provide proper places for TPD of two million teachers more who are not wholly accommodated by LPMP (*Lembaga Penjamin Mutu Pendidikan*, Institute for Educational Quality Assurance) for the same purpose (Depdiknas, 2009: 7).

In response to the 2005 Law of Teachers and Lecturers and the 2008 Regulation on Teachers, the revitalization of MGMPs is of inevitable emergence, as manifested in standardizing MGMPs: standards of organization, program, management, facilities and infrastructures, human resources, budget, and quality assurance. The standardized programs fall into three groups: general, core, and supporting programs, with the core programs containing routine and development programs as described in Figure 1. While routine programs mostly deal with teachers' daily work such as designing syllabus, teaching plans and materials, development programs mostly concern with activities for upgrading their professionalism, such as, research, seminars and workshops, journal and bulletin publications, teacher mentoring, and lesson study (Depdiknas, 2009: 15-18).

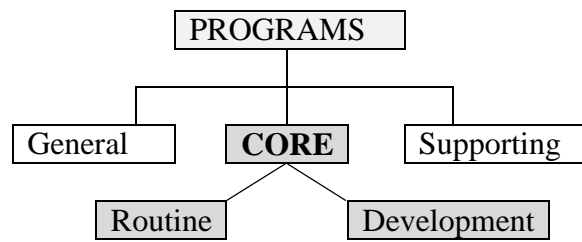


Figure 1 Structure of MGMP Programs

Defining MGMP Capacity

Capacity is the ability of individuals, organizations or systems to perform appropriate functions effectively, efficiently and sustainably (UNESCO, 2005 cited in IIEP 2006:1), or as potential of organization to use its resources effectively (LaFond & Brown, 2003: 7 in Ubels, Acquayee-Baddoo, and Fowler, 2010: 3). Referred to the propositions, *MGMP capacity* can accordingly be defined as the ability of MGMP to utilize its resources and potentials in order to perform its functions effectively, efficiently, and sustainably. This implies that MGMP with capacity is one with ability to make use of its resources or potentials, such as members and Government supports, revitalization programs, to perform its function, that is, TPD promotion of the members through its routine and development programs effectively, efficiently, and sustainably.

RESEARCH METHOD

This qualitative research employed a case study design in order ‘to capture and produce an indepth description’ (Nisbet and Watt, 1984: 72 qtd in Cohen, Manion, and Morrison, 2000: 181 and Ary, Jacobs, Sorensen, and Razavieh, 2006: 454) of the organization structure of English MGMP of senior high schools in Kota Pontianak and its capacity to promote PD of the members. The study lasting from October 2013 to the second week of April 2014 used six teachers selected randomly as prticipants from the accessible schools under a criterion that they were MGMP members.

In order to have MGMP descriptively and well pictured, the study utilized interview, documentation, and observation for gathering data as Ary *et al.* (2006:

431) and Darlington & Scott (2002: 2) recommend, producing a collection of interview transcripts, documents, fieldnotes, and research journal, which, in Dey's (2005: 13) view, convey meaningful information. Meanwhile, to guarantee the validity of those data, triangulation and member checking techniques were utilized as suggested by Gall, Gall, and Borg (2003: 462-465). Three-step data analysis of Ary's *et al* (2006: 481-491) model, a) familiarizing and organizing, b) coding and reducing, and c) interpreting and representing, were adopted to get those qualitative data well analysed and fairly interpreted so as to present reasonable conclusions.

FINDINGS AND DISCUSSION

Findings

All the respondents testify their beliefs in the significance of MGMP forums and the benefits they obtained. They took advantages of the forums for sharing knowledge and skills among teachers. Through the forums they obtained new knowledge and could improve their professionalism.

Beyond their beliefs in the MGMP significances, some facts were revealed concerning with MGMP management and with MGMP's utilizing its capacity and functions in promoting TPD of the members.

MGMP Profile

MGMP with 42 teacher members of all S1 graduates had only three persons for managerial board and organized the forums in the first semester between October and November in a set of ten meetings of three hours each, popularly called workshop owing to Diknas fund provision and held after school hours.

MGMP activities and programs are usually concentrated in the first semester, at the beginning of school year. It is because at the beginning of academic year we (MGMP) are facilitated by Education Office.

(Interview with Mr. Aby, January 8, 2014)

In connection with after-school-hour meetings, this refers to Diknas regulation instructing holding meetings after working hours.

And the meetings for implementing the intended activities have to be carried out beyond the school hours or do not have to interrupt teaching and learning processes in each school level.

(Diknas Kota, 2013)

The Programs took the form of a workshop and lift up three routine and four development programs as shown in Table 1.

Table 1 MGMP Programs

Program	Type
a. Socialization of MGMP Programs	Routine program
b. Peer Teaching	Development program
c. Teaching Model	Development program
d. Lesson plan	Routine program
e. Lesson study	Development program
f. Designing IT-based teaching materials	Routine program
g. Introducing CAR	Development program

MGMP Capacity

MGMP did not have specific program on further education promotion, but supported the members who wanted to take up further education, S2 programs, or informed scholarship offers to the members.

In preparing and developing teaching plans and materials (RPPs), MGMP made task portions and had the teachers compose RPPs individually in line with their portions and collect them to be compiled and distributed by MGMP. To facilitate their work, MGMP provided a collection of teaching plans called *Bank RPP*.

Teaching methods were not developed isolatedly, but integratedly into programs of teaching model, peer teaching, and lesson study. In a classroom observation, a respondent demonstrated text-based language teaching in developing students' integrated skills through the topic recount text.

In regard to classroom assessment, MGMP socialized and distributed assessment tools such as checklist and rubrics included into the RPPs. Attitudes, knowledge, and skills were subjects to measure. In document of their RPPs of Curriculum 2013, checklists are used to assess students' involvement and attitudes in discussion as well as their knowledge and language skills.

Organizing class for students' learning with individual, pair, or group work has been practiced by respondents and gain supports from MGMP. Nevertheless, MGMP itself has not yet arranged a special forum for bringing up this issue as a matter of importance.

The use of ICT for learning process was supported by MGMP. The respondents claimed to have used it for their language classess adjusted to the learning materials. A desktop computer, a projector and a screen for learning use were simply but well employed by a respondent as her class was observed, in which learning materials were wrapped up in sets of slides, projected and displayed on the screen.

Classroom action research (CAR) and lesson study (LS) were implemented for professional development programs. CAR was introduced and its follow-up implementation got stuck either caused by their insufficient understanding the steps or by their extensive workloads. Meanwhile, LS was carried out in real classrooms involved teachers of some schools. Presented in introductory level, LS has not been established as a LS learning community with regular and cyclical basis.

Producing and publishing scientific writings as research report, scientific article, or disseminating research findings in the forums has not gained much attention from MGMP or the members. The reasons for these are that the teachers have not conducted any reaserches or have not got any materials to write or present about; and that they have not known how to write scientific articles or reports even though that the subject on scientific writings was said to have been delivered in the forum of MGMP of previous period.

Neither did MGMP nor the members give concerns to producing innovative work for language learning. The underlying reasons are that there have been considerable language learning aids and softwares at market or online with affordable price, even can be obtained free; and they did not have much time, energy, and skills to produce them.

Discussion

That the benefits of MGMP forums are collectively acknowledged by the members prompts two gradual levels of sense. First, with *status quo* as such, MGMP still offers some benefits. Second, MGMP with standardized management and adequate support surely provides more and greater benefits.

With three Government regulations on KKG/MGMP as a benchmark, the profile of MGMP can be comparatively described. The regulations are a) Standards

for Developing KKG/MGMP (SfD), b) Guidelines for Developing KKG/MGMP Activities (GfD), and c) Standard Operational Procedures for Organizing KKG/MGMP (SOP). The profile necessitates to be discussed first for it influences the MGMP performance in utilizing its capacity for TPD.

The Profile of MGMP

As revealed in the findings, MGMP has not sufficiently been empowered to perform its capacity as mandated by Ministry of Education. In some cases, the capacity itself has been reduced. The insufficient performance possibly generated from Government/ Diknas policy in one side and the board and members in the other side. This situation leads to the MGMP's lack of proper performance and ends up with unmaximized functions to enhance TPD of the members.

First of all, MGMP has not been well managed. This assumption is indicated by some facts. First, personnel of MGMP board consist only of a chairperson, a secretary, and a treasurer, without three deputy chairpersons for three fields. GfD firmly recommends including three deputies for management board.

KKG or MGMP organic board is comprised of one chairperson, one secretary, one treasurer, and three deputy chairpersons of: (1) division for planning and implementing programs, (2) division for developing organization, administration, and infrastructures, and (3) division for public relation and cooperation (Depdiknas, 2009: 14).

Second, even though arranged and organized by MGMP, the implemented programs of the so-called workshop are not intrinsically those of MGMP, but QITEP programs from Diknas. Beside time allocation and resource persons determined by Diknas, the consideration in invitation letter supports the assumption.

Dear Sir/Madam,

Due to implementing the programs of Dinas Pendidikan Kota Pontianak cq [...] Quality Improvement of Teachers and Education Personnel through operational assistance for KKG/ MGMP/[.] fiscal year 2013.

We hereby invite you to assign English teachers whose names are listed in the attachment to join MGMP Bahasa Inggris forum on [...]

(Excerpted from MGMP's inviting letters for workshop)

Third, there are neither meet-ings beyond the workshop nor meetings in the second semester to accommodate constant changes in education and the incoming problems which the teachers face at any time. GfD suggests MGMPs to organize their programs.

There are three types of programs which can be organized in KKG/MGMP, that is, general programs, core programs (consisting of routine programs and development programs), and supporting programs. Those programs contain detailed sets of activities for each meeting

(Depdiknas, 2008: 7, and 2009: 15-17).

And fourth, no schedules, monthly or every semester, are arranged to cover prioritized agenda in a year.

On the MGMP management, a respondent evaluated:

E: For me the roles of MGMP, **if well managed**, are very much helpful. Because there occurs cooperation among teachers, doesn't there? Subject teachers share one another. And very helpful, **provided that it is well managed**.

R: According to you, has MGMP been managed well? Or otherwise?

E: I think it's been **so and so**.

(Interview with Bu Eli, March 10, 2014)

Subsequently, MGMP with such a condition is not able to cover some crucial programs, whether routine or development programs. Some other findings as discussed in the next part are reflection of the condition.

The Capacity of MGMP

MGMP capacity are not maximally made use for promoting TPD in terms of teachers' preparing and developing RPPs, their developing teaching methods, their improving classroom assessments, and their innovating learning process in conjunction with cooperative and collaborative learning and the use of ICT for learning. MGMP has not yet organized specific forums to deliver those issues intensively and extensively.

As a result of unintensive and inextensive forums, the meetings do not produce optimum impacts. For instance, even though teachers make RPPs with complete elements, one or two elements are weak, such as the use of three-phase technique and question and answer as teaching methods. So is the correlation among the elements. As an instance, the teaching procedures do not comply with teaching method or the skill to develop. On the contrary, a respondent was observed using text-based language instruction, but she prescribed it as pair work and question and answer for the teaching method in the RPP.

Also, MGMP capacity are not maximally utilized for promoting TPD in terms of teachers' conducting researches and publishing scientific writings. In spite of the fact that CAR and LS have been introduced, both classroom-based research models

have not come to teachers' independent field implementations. Introduction to CAR was delivered in the workshop. In the previous period, the same subject had been presented and even brought into an implementation. Some respondents reported that MGMP of previous period had ever invited an expert to introduce CAR and explain its steps. Then as follow-up activities, teachers individually conducted it in their own classes. However, as claimed a respondent, teachers' skills on each step of CAR had not yet been settled and in good shape, and accordingly the follow-up CAR got stuck in the way. On the other hand, LS was introduced and executed in real classroom by previous MGMP but has not generated teacher collaboration with regular activities.

CONCLUSION, IMPLICATION, AND SUGGESTION

In the light of its usefulness for teachers, MGMP offers some benefits either for their personal sake or for classroom practices. Meanwhile, to what extent the students' learning is positively influenced by MGMP programs depends much on the motivation of individual teachers.

Despite the benefits in general, the discussion above concludes some crucial points on MGMP:

1. MGMP as a unit has not been managed optimally in terms of organizational body, program coverage, and program schedule. It has not reached the minimum standards of at least the first three standardizations of MGMP sketched in Dfs (Depdiknas, 2008) and GfD (Depdiknas, 2009), that is, standards of organization, program, and management. The others are standards of infrastructures, human resources, finance, and quality assurance.
2. MGMP has not gained sufficiently continual supports from Diknas in terms of sustainable mentoring to have MGMP organize periodical meetings beyond the annual workshop, and from schools in terms of providing transport fee for MGMP meeting beyond the workshop and monitoring teachers' following up the MGMP programs.
3. In addition, it is not clearly noticed that teachers give sufficient supports in the sense of enthusiastically joining some meetings in second semester without transport fees and engagedly following up what they get in the forums

With such a performance, as implications, MGMP cannot optimize its functions to equip the members with routine and development programs for enhancing their PD. Many essential programs are deeply uncovered caused by factors of lacks of personnel, limited numbers of meetings, lacks of budget, and lacks of additional supports from Diknas, schools, and the members themselves. Conversely, some covered programs are lacks of follow ups as product of motivation lacking for classroom implementation, which is in similarity with Sumardi's (2010) summary on his study.

Some actions can be taken by some corresponding parties to empower MGMP: MGMP personnel and the members are suggested to consult with Diknas (a) to add personnel for managerial boards to designate divisions for planning and implementing programs, for developing organization, administration, and infrastructures, and for public relation and cooperation, (b) to establish forum as of regular meetings periodically.

Diknas carries out its duties and responsibility with respect to MGMPs as regulated in SOP: (a) mentoring MGMP's activities and management, (b) providing consulting services on program implementation, and (c) monitoring and evaluating the pro-gram implementation (Depdiknas 2010: 36-37).

Schools may use some portions of school operational funds (BOS, *Bantuan Operasional Sekolah*) to finance TPD through MGMP as allocated by Regulation of Minister of Education (Mendikbud, 2012b: 25) and to design some sorts of monitoring post-meeting teacher progress.

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